

Utah State Office of Education
Special Education Services

Classroom Observation of Special Education Services

LEA/School:	
Student Name:	
Teacher:	Observer:
Date:	

Subject area	<input type="checkbox"/> reading/language arts <input type="checkbox"/> math <input type="checkbox"/> social skills <input type="checkbox"/> science/social studies <input type="checkbox"/> art <input type="checkbox"/> p.e. <input type="checkbox"/> other						
Location	<input type="checkbox"/> general education class <input type="checkbox"/> special education class						
Setting	<input type="checkbox"/> small group <input type="checkbox"/> whole class <input type="checkbox"/> individual						
Using the IEP, list the student needs found in the PLAAFP, the IEP goals, and the services, accommodations, and supports.	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;"><u>PLAAFP</u></td> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;"><u>Goals</u></td> <td style="width: 33%; text-align: center; border-bottom: 1px solid black;"><u>Services, Acc. & Supports</u></td> </tr> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </table>	<u>PLAAFP</u>	<u>Goals</u>	<u>Services, Acc. & Supports</u>			
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Is there a clear correlation between the needs, goals, and services listed on the IEP?							
Where do you see specialized instruction occurring?							
What accommodations or modifications are observed?							
Supports and/or specialized equipment were provided as described in the IEP.							
Other evidence of differentiated instruction							
Comments:							